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ABSTRACT

Students Upgrading through Computer and Career Education System Services (Project SUCCESS) was an Elementary and Secondary Education Act Title VII-funded project in its fourth year of operation. The project operated at two high schools in Brooklyn and one in Manhattan (New York). In the 1993-94 school year, the project served 393 students of limited English proficiency who had Spanish or Chinese as their native language. They received instruction in English as a Second Language (ESL), native language arts (NLA), and the content areas of mathematics, science, and social studies. Staff development and parent participation components were included. Project SUCCESS met its objectives for Chinese NLA content area, American culture and citizenship, cultural pride, attitude toward school, career development, attendance, dropout rate, staff development, and curriculum development. While the ESL objective was partially met, Spanish NLA and staff enrollment objectives were not. Administering an assessment to native Spanish speakers and encouraging more staff enrollment in college-level courses are recommended. Seven tables present evaluation findings. Appendixes list instructional materials and class schedules and contain the Likert scales (in English and Spanish) from the evaluation. (Author/SLD)

ED 383 776

OER Report

Students Upgrading Through Computer and Career Education System Services
(Project SUCCESS)
Transitional Bilingual Education Grant T003A00174
FINAL EVALUATION REPORT
1993-94

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Students Upgrading Through Computer and Career
Education System Services
(Project SUCCESS)
Transitional Bilingual Education Grant T003A00174
FINAL EVALUATION REPORT
1993-94

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EXECUTIVE SUMMARY

Students Upgrading Through Computer and Career Education System Services (Project SUCCESS) was an Elementary and Secondary Education Act (E.S.E.A.) Title VII-funded project in its fourth year of operation. The project operated at Edward R. Murrow and John Dewey High Schools in Brooklyn and Murry Bergtraum High School in Manhattan. In the year under review, Project SUCCESS served 393 students of limited English proficiency (LEP). Participating students had Spanish or Chinese as their native language. They received instruction in English as a second language (E.S.L.); native language arts (N.L.A.); and the content area subjects of mathematics, science, and social studies. Multicultural education was an integral part of programming.

Teachers of participating students had the opportunity to attend staff development meetings and workshops. The project also reimbursed tuition for staff members taking courses at the college level.

Project SUCCESS sought to establish an active parent component, which included E.S.L. classes, educational field trips, and parent-teacher conferences.

Project SUCCESS met its objectives for Chinese N.L.A., content area, familiarity with American culture and citizenship, cultural pride, attitude towards school, career development, attendance, dropout rate, staff development and curriculum development. The project partially met its E.S.L. objective. The project failed to meet its Spanish N.L.A. and staff enrollement objectives.

The conclusions, based on the findings of this evaluation, lead to the following recommendations:

- Administer the ELE to all native Spanish students participating in the project.

- Encourage more staff to enroll in college/university courses.

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I. INTRODUCTION

This report documents the Office of Educational Research (OER's) evaluation of the Elementary and Secondary Education Act (E.S.E.A.) Title VII project, Students Upgrading through Computer and Career Education System Services (Project SUCCESS).

PROJECT CONTEXT

Project Success operated at Edward R. Murrow and John Dewey High Schools in Brooklyn, and Murry Bergtraum High School in Manhattan.

The population of the community surrounding Edward R. Murrow High School was predominantly European-American and a roughly even mix of African-Americans, Latinos, and Asian-Americans. A small number were recent immigrants and had low incomes. The student population at Edward R. Murrow High School for the year under review was similar in distribution to that of the surrounding community. Of the 3,562 students enrolled for 1992-93, 47.9 percent (1,709) were European-American, 22.5 percent (802) were African-American, 14.8 percent (530) were Latino, 14.6 percent (519) were Asian-American, and less than one percent (2) were Native American.* Twelve percent of these students were of limited English proficiency (LEP), and 24.3 percent came from low-income families and were eligible for the free-lunch program.

At John Dewey High School, the population of the surrounding community was mostly African-American, Latino, Asian-American, and European-American. A

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*Percentages do not add up to 100 due to rounding.

small number were recent immigrants. Somewhat less than a third had low incomes. Of the 3,268 students who registered at John Dewey High School in 1992-93, 34.0 percent (1,111) were African-American, 31.5 percent (1,030) European-American, 20.0 (654) percent Latino, 14.3 percent (466) Asian-American and less than one percent (7) Native American.* Almost 13 percent (416) of these students were LEP. About 53 percent came from low-income families and were eligible for free lunch.

John Dewey High School is in an attractive setting. Classrooms were well-lit and in adequate condition, although they were not very well insulated from noise coming from adjacent classrooms. Both teacher-prepared displays and student work were prominent around the building. Computers were available and appeared to be used efficiently by the students.

The population of the community surrounding Murry Bergtraum High School was mostly Latino, African-American, and Asian-American. A small number were recent immigrants. The student population at Murry Bergtraum High School was similar in distribution to that of the surrounding community. Of the 3,161 students enrolled in 1992-93, 38.7 percent (1,225) were Latino, 38.3 percent (1,211) African-American, 19.1 percent (603) Asian-American, 3.5 percent (110) European-American, and less than one percent (12) Native American. Of these students, 8.2 percent were LEP and 50.2 percent came from low-income families and were eligible for free lunch.

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* Percentages do not add up to 100 due to rounding.

Murry Bergtraum High School is in a modern, well-maintained building. Classrooms were in satisfactory condition. Student- and teacher-produced work was displayed throughout the building. A computer center and resource room appeared to be heavily used by students.

STUDENT CHARACTERISTICS

Project SUCCESS served 393 Spanish- and Chinese-speaking LEP students in ninth through twelfth grades. Scores at or below the 40th percentile on the Language Assessment Battery (LAB) determined LEP status. Other means for selecting students for the project were native language background; request by the student, parents, and/or staff; and interviews with the students.

TABLE 1

Number of Students in Project SUCCESS, by Site and Grade

High School	Grade				
	9	10	11	12	Total
Edward R. Murrow	24	60	67	46	197
John Dewey	23	30	30	19	102
Murry Bergtraum	-	-	65	29	94
Total	47	90	162	94	393

TABLE 2

Students' Countries of Origin

Country	Number of Students
China	202
Hong Kong	57
Soviet Union	48
Dominican Republic	13
Panama	6
Columbia	5
Peru	4
Puerto Rico	4
Vietnam	4
Ecuador	3
Haiti	3
Korea	3
India	2
Mexico	2
Taiwan	2
Afghanistan	1
Cambodia	1
Chile	1
Honduras	1
Israel	1
United States	1
Venezuela	1
Other	3
Unreported	25
Total	393

Needs Assessment

The project conducted a needs assessment of the targeted students and their families as well as of the educational staff who were to serve them. The data obtained from these studies indicated three primary needs: (1) to provide support services and intensive English and native language instruction to LEP students who were also limited in their ability to read and write their native language, so as to improve their school performance; (2) to offer staff development activities on multicultural subjects; and (3) to provide parents of participants with English as a second language (E.S.L.) courses and workshops to familiarize them with the educational system and project goals.

PROJECT OBJECTIVES

Student Objectives

- As a result of participating in the program, 70 percent of target students will demonstrate an appropriate increase in English proficiency.
- As a result of participating in the program, 75 percent of target group will demonstrate a significant increase in Chinese language achievement.
- As a result of participating in the program, 75 percent of targeted Hispanic students will demonstrate significant increase in native language achievement.
- As a result of participating in the program, 70 percent of targeted students will score at or above the passing criterion of 65 in content subject areas: mathematics, social studies, and science.
- The program will organize at least two field trips to historical museums, United Nations, the White House, etc. to increase their familiarity with American culture and citizenship.

- As a result of participating in the program, the students will demonstrate an improvement in attitude toward cultural heritage.

- As a result of participation in the program, the students will demonstrate an improvement in attitude towards school.

- All graduating students will meet with a bilingual career specialist during the school year.

- The program will organize at least one conference with representatives of business and industry with information on career options and skills requirements.

- As a result of participation in the program, the dropout rate of students will be lower than that of similar non-program students.

- As a result of participating in the program, students' attendance will be significantly higher than that of mainstream students.

Staff Development Objectives

- As a result of participation in the program, there will be an increase in awareness of pupil problems and needs by program staff.

- Ninety percent of program staff members will enroll in at least one college/university course each semester.

Materials Development

- By the third project year, the curriculum specialists will have developed or translated one subject-matter oriented instructional unit for teaching: English as a second language, math, science, and social studies.

Parental Involvement Objectives

- As a result of participating in the program, the number of program students' parents who participate in Open School Day/Evening will be equal to or greater than mainstream students' parents.

PROJECT IMPLEMENTATION

During the 1993-94 school year, Project SUCCESS provided instructional and support services to 393 Spanish- and Chinese-speaking students and their families. The project's main goal was to promote LEP students' acquisition of language and content area skills.

Project SUCCESS offered parental involvement activities and in-service staff development activities. The project also provided reimbursement to staff for college credits.

Materials, Methods, and Techniques

Project SUCCESS offered E.S.L. at literacy, beginning, intermediate, advanced, and transitional levels and native language arts (N.L.A.) at literacy to advanced placement levels. (See Table 3.) The project stressed bilingual instructional methodologies in the content areas (subject material was presented first in the native language and repeated in English). This enabled students to acquire concepts and practice emerging skills in the native language and, as the year progressed, to make the transition to greater use of English.

Teachers of participating students used a wide array of strategies and techniques, including cooperative learning, student-produced newsletters, and research projects. A diagnostic-prescriptive approach was used to individualize instruction and encourage self-direction. Computers supplemented classroom instruction.

The project incorporated a multicultural component into the curriculum in order to foster knowledge of and appreciation for the different cultures represented by participants.

For a list of instructional materials used in the project, please see Appendix A.

Capacity Building

Next year, Project SUCCESS will increase by 10 percent the support from tax-levy funds for the bilingual resource teachers at Murry Bergtraum and John Dewey High Schools.

TABLE 3

Enrollment in E.S.L. and N.L.A. Classes

Edward R. Murrow High School

LEVEL	E.S.L.		N.L.A. (Chinese and Spanish)	
	Fall	Spring	Fall	Spring
Literacy	*	*	5	5
Beginning	5	5	5	5
Intermediate	5	5	5	5
Advanced	5	5	5	5
Transitional	5	5	5	5

John Dewey High School

LEVEL	E.S.L.		N.L.A. (Chinese)	
	Fall	Spring	Fall	Spring
Literacy	*	*	*	*
Beginning	5	5	5	5
Intermediate	5	5	5	5
Advanced	5	5	5	5
Transitional	5	5	5 (AP)	5 (AP)

Murry Bergtraum High School

LEVEL	E.S.L.		N.L.A. (Chinese)	
	Fall	Spring	Fall	Spring
Literacy	*	*	5	*
Beginning	10	*	5	*
Intermediate	10	*	5	*
Advanced	5	*	*	*
Transitional	5	*	*	*

* not offered

Staff Qualifications

Title VII staff. The project director and one bilingual office aide were fully funded by Title VII. Title VII partially funded the resource teachers at Murry Bergtraum High School and John Dewey High School and the guidance counselor at Edward R. Murrow High School. For a description of their degrees and language competencies (teaching and communicative proficiency*), see Table 4.

TABLE 4

Project Staff Qualifications

Position Title	Degree(s)	Language Competence
Project Director	M.A., P.D.	Chinese (TP)
Resource Teacher	M.A.	Chinese (NS)
Resource Teacher	M.A.	Chinese (NS)
Resource Teacher	B.S.	Chinese (TP)

The project director's responsibilities included supervising and coordinating activities, selecting and training staff, and providing evaluation data. The director had ten years' experience in teaching LEP students.

The resource teachers' responsibilities were to assist classroom teachers in the development and implementation of instructional activities, provide in-service training to teachers, help plan activities for parents of participating students, and

*Teaching proficiency (TP) is defined as the ability to use LEP students' native language in teaching language arts or other academic subjects. Communicative proficiency (CP) is defined as a non-native speaker's basic ability to communicate and interact with students in their native language. NS = native speaker.

select instructional material. The specialists had from one to seven years of experience in the field.

Other staff. Twenty-six teachers, a guidance counselor, and one paraprofessional were funded by sources other then Title VII. For degrees, certifications, and language competence, see Table 5. One teacher certified in bilingual mathematics was teaching computer science, and one teacher certified in bilingual social studies taught Chinese. One teacher certified in English taught Chinese and one teacher certified in Spanish taught social studies.

TABLE 5

Qualifications of Staff Not Funded by Title VII

Position Title	Degree(s)	Certifications and Licenses	Language Competence
26 Teachers 1 Paraprofessional 1 Guidance Counselor	4 B.A. 16 M.A. 2 Ph.D. 3 M.S. 1 M.B.A.	11 E.S.L. 3 Bil. Math. 3 Bil. Soc. Stud. 1 English 2 Chinese 1 Bil. Science 1 Business 2 Mathematics 1 Spanish 1 *	14 Chinese (TP) 6 Spanish (TP) 1 Italian (TP) 5 *

* not reported

Staff development. Teachers of project students participated in a series of monthly and weekly activities, and a number of conferences. Workshops focused on E.S.L. and bilingual teaching, classroom management, teaching methods for LEP students, cooperation and collegiality in teaching, and conflict mediation. Staff development also included an Asian Heritage Seminar. Some staff members attended college level courses during the academic year. Teachers received

tuition assistance toward college courses in E.S.L. or bilingual education.

Instructional Time Spent on Particular Tasks

See Appendix B for examples of class schedules.

Length of Time Participants Received Instruction

Students had a mean of 6.2 years (s.d.=1.8) of education in a non-English speaking school system and 3.8 years (s.d.=2.0) of education in the United States. The median time students participated in Project SUCCESS was 20 months.

Activities to Improve Pre-referral Evaluation Procedures for Exceptional Children

Teachers referred those students thought to be in need of special education services to the School-Based Support Team (S.B.S.T.) for evaluation. At Edward R. Murrow High School, the S.B.S.T. used outside translators. At Murry Bergtraum High School, the project coordinator was a member of the S.B.S.T. and was bilingual in Chinese. Parents of students at John Dewey High School were notified if their child was being evaluated by the S.B.S.T.

Gifted and talented students were identified by teacher judgment and course grades.

Instructional Services for Students with Special Needs

Gifted and talented students participated in enrichment activities. Chinese-speaking students were recommended to the mentor program sponsored by the National Association of Asian-American Professionals. Students with good writing skills worked on the project newsletter in various capacities.

The project director reported that staff members are going to implement a peer tutoring program. Students with strong English and good academic skills will be selected as buddies to help target students who have academic difficulties.

PARENT AND COMMUNITY INVOLVEMENT ACTIVITIES

About 65 parents at Murry Bergtraum participated in the seventh Parents Conference in October. Notification of parent-teacher conferences at John Dewey High School was translated by the resource teacher in Chinese. Follow-up phone calls were made to encourage parental participation.

II. EVALUATION METHODOLOGY

EVALUATION DESIGN

Project Group's Educational Progress as Compared to That of an Appropriate Non-Project Group

OER used a gap reduction design to evaluate the effect of language instruction on project students' performance on standardized tests. Because of the difficulty in finding a valid comparison group, OER used instead the groups on which the tests were normed. Test scores are reported in Normal Curve Equivalents (N.C.E.s), which are normalized standard scores with a mean of 50 and a standard deviation of 21.1. It is assumed that the norm group has a zero gain in N.C.E.s in the absence of supplementary instruction and that participating students' gains are attributable to project services.

Applicability of Conclusions to All Persons Served by Project

Data were collected from all participating students for whom there were pre- and posttest scores. (There were no pretest data on students who entered the program late; therefore, posttest data for them will serve as pretest data for the following year.) Instruments used to measure educational progress were appropriate for the students involved. The LAB is used throughout New York City to assess the growth of English in populations similar to those served by Project SUCCESS.

INSTRUMENTS OF MEASUREMENT

OER compared pre- and posttest scores on the LAB to assess the E.S.L. objective. The N.L.A. and the content area objectives were assessed through course grades, as specified. All students were tested at the appropriate grade level. The language of the LAB was determined by the test itself.

According to the publishers' test manuals, all standardized tests used to gauge project students' progress are valid and reliable. Evidence supporting both content and construct validity is available for the LAB. Content validity is confirmed by an item-objective match and includes grade-by-grade item difficulties, correlations between subtests, and the relationship between the performance of students who are native speakers of English and students who are LEP. To support reliability, the Kuder-Richardson Formula 20 (KR20) coefficients and standard errors of measurement (SEM) are reported by grade and by form for each subtest and total test. Grade reliability coefficients, based on the performance of LEP students on the English version, ranged from .88 to .96 for individual subtests and from .95 to .98 for the total test.

To assess the growth of cultural pride, and the students' attitude toward school, OER developed a Likert-type questionnaire which project personnel administered to all participating students (See Appendix C.)

To assess the objective for staff awareness of pupil problem and needs, OER developed and analyzed Likert-type questionnaires. (See Appendix C.)

DATA COLLECTION AND ANALYSIS

Data Collection

To gather qualitative data, an OER evaluation consultant carried out on-site and telephone interviews with the project director several times during the school year and also observed two classes on each of two visits. The project evaluator collected the data and prepared the final evaluation report in accordance with the New York State E.S.E.A. Title VII Bilingual Education Final Evaluation Report format, which was adapted from a checklist developed by the staff of the Evaluation

Assistance Center (EAC) East in consultation with the Office of Bilingual Education and Minority Language Affairs (OBEMLA).

Proper Administration of Instruments

Qualified personnel received training in testing procedures and administered the tests. Test administrators followed guidelines set forth in the manuals accompanying standardized tests. Time limits for subtests were adhered to; directions were given exactly as presented in the manual.

Testing at Twelve-Month Intervals

Standardized tests were given at 12-month intervals, following published norming dates.

Data Analysis

Accurate scoring and transcription of results. Scoring, score conversions, and data processing were accomplished electronically by the Scan Center of the Board of Education of the City of New York. Data provided by the Scan Center were analyzed in the Bilingual, Multicultural, and Early Childhood Evaluation Unit of OER. Data collectors, processors, and analysts were unbiased and had no vested interest in the success of the project.

Use of analyses and reporting procedures appropriate for obtained data. To assess the students' achievement in English, OER computed the percentage of students showing a gain on the LAB as well as a correlated *t*-test on the pre- and posttest LAB scores. The *t*-test determined whether the difference between the pre- and posttest scores was significantly greater than would be expected from chance variation alone.

The only possible threat to the validity of any of the above instruments might be that LAB norms were based on the performance of English Proficient (EP) rather than LEP students. Since OER was examining gains, however, this threat was inconsequential—the choice of norming groups should not affect the existence of gains.

III. FINDINGS

PARTICIPANTS' EDUCATIONAL PROGRESS

Project SUCCESS carried out all instructional activities specified in its original design.

Participants' Progress in English

Throughout the school year, students had ample opportunity to develop their English language skills.

An OER evaluator observed two advanced E.S.L. classes at Edward R. Murrow and Murry Bergtraum high schools.

At Edward R. Murrow High School, the E.S.L. class was teacher-directed, and 19 students were present. Students read aloud descriptive paragraphs that were handed out by the teacher. A discussion followed about the structure of each paragraph and what made them descriptive. The teacher then had several students come to the front of the class. Students were individually blindfolded and given an object to feel, such as an orange, a stuffed animal, and a banana. The students described what they felt and then guessed what it was. Lastly, the teacher played sounds on an audio tape while students wrote down descriptions of what they heard. The class was fast paced and students seemed to enjoy the teacher's creative approach.

An OER evaluation consultant observed an advanced E.S.L. class at Murry Bergtraum High School. Fifteen students were present. The rest of the class was taking the LAB. The students began the period by taking a fill-in-the-blanks vocabulary quiz. The teacher went over the answers with the students and emphasized pronunciation. The rest of the class time was spent on discussing an

article called "Sneak Free-views" in a student newspaper called *New Youth Connections*. The teacher facilitated a discussion of the students' pro and con reactions to the article, which was about sneaking into movie theaters. The teacher then gave an assignment which entailed writing a letter to the editor of the paper. She explained the format of a letter and students worked individually on the assignment.

The evaluation objective for English as a second language was:

- As a result of participating in the program, seventy percent of target students will demonstrate an appropriate increase in English proficiency.

There were complete pre- and posttest scores on the LAB for 246 students from grades nine through twelve. (See Table 6). At Murry Bergtraum, 63.6 percent of students showed gains of at least 1 NCE. At Edward Murrow, 49.0 percent of target students showed gains of at least 1 NCE. Seventy six point three percent of students at John Dewey High School showed gains of 1 NCE or greater. Sixty-one point eight percent of students overall showed gains of 1 NCE or greater. This was less than the 70 percent required in the objective.

The project partially met its objective for English as a second language. The students at John Dewey High school met this objective though students at Edward Murrow and Murry Bergtraum did not.

Participant's Progress In Native Language Arts

An OER evaluation consultant observed a N.L.A. class at Murry Bergtraum High School.

The class consisted of 33 students from the ninth to eleventh grades. The classroom was bright, and student-made Chinese calligraphy decorated the bulletin

boards. The students were preparing for the Regents Exams. The teacher conducted the lesson entirely in Chinese. She read aloud short comprehension passages and gave students multiple choice answers. Students were called on for their responses. The teacher read aloud a short story, and students were called on to discuss the reading.

The evaluation objectives for N.L.A. were:

- As a result of participating in the project, seventy-five percent of the targeted students will increase in Chinese language achievement.
- As a result of participating in the project, seventy-five percent of the targeted Hispanic students will demonstrate a significant increase in native language achievement.

Data were provided for 143 project students enrolled in Chinese N.L.A. during the fall and 175 in the spring. During the spring, 94.9 percent of the students received passing grades.

Data were provided for only 7 students who took the ELE. This was not sufficient data to evaluate the objective.

Project SUCCESS met its Chinese N.L.A. objective. Because only 7 students took the ELE, the N.L.A. objective for Hispanic students could not be evaluated. Project SUCCESS met its Chinese and Spanish N.L.A. objectives last year.

TABLE 6

Pretest/Posttest N.C.E. Differences on the
Language Assessment Battery, by Site

High School	Total number of project students	Number of students for whom data were available	Pretest		Posttest		Difference		*t* value
			Mean	S.D.	Mean	S.D.	Mean	S.D.	
Edward R. Murrow	197	100	*	*	*	*	*	*	*
John Dewey	102	80	12.7	11.0	24.7	19.2	12.0	14.7	7.35
Murry Bergtraum	94	66	17.0	10.7	22.5	13.6	5.5	9.8	4.56
Total	393	246	18.0	11.8	25.3	16.6	7.3	12.7	9.04

*$p<.05$

- Overall and at all sites, participants made significant increases on LAB scores.

LEP Participants' Academic Achievement

Teachers used either Spanish or Chinese in content area classes. They employed a wide array of strategies and techniques, including cooperative learning and research projects.

At Edward Murrow High School, an OER evaluation consultant observed a ninth grade mathematics class. Twenty-one students were present. The classroom was brightly painted, and student-made science posters were posted on the bulletin board. The class began with students writing homework problems on the blackboard, and the teacher called on students to discuss the answers. The students then worked in small groups to describe sloping lines in mathematical terms. The teacher explained how to find the slope of a line. Students were very attentive and participated throughout the lesson. The class was conducted in English and key terms were explained in Chinese.

The content area objective was:

- As a result of participating in the project, seventy percent of targeted students will score 65 percent or higher in content subject areas: mathematics, social studies, and science.

In mathematics, social studies, and science more than 85 percent of project students scored 65 percent or higher. (See Table 7.)

Project SUCCESS met its objective for content area subjects. Last year, the project met this objective.

TABLE 7

Passing Grades in Content Area Courses, by Site and Subject

Site	Subject	Fall 1992		Spring 1993	
		Number of students for whom data were reported	Percent Passing	Number of students for whom data were reported	Percent Passing
Edward R. Murrow High School	Mathematics	178	73.0	165	79.4
	Science	173	77.5	165	80.0
	Social Studies	181	80.7	169	85.2
John Dewey High School	Mathematics	93	97.8	95	97.9
	Science	78	96.2	78	93.6
	Social Studies	94	98.9	95	100.0
Murry Bergtraum High School	Mathematics	*	*	63	92.1
	Science	*	*	34	97.1
	Social Studies	*	*	80	96.3

FORMER PARTICIPANTS' PROGRESS IN ENGLISH LANGUAGE CLASSROOMS

Two project students were mainstreamed at the end of the school year. Thirty-nine students graduated at the end of the year under review.

OVERALL EDUCATIONAL PROGRESS ACHIEVED THROUGH PROJECT

American Culture and Citizenship

- The program will organize at least two field trips to historical museums, the United Nations, The White House, etc. to increase students' familiarity with American culture and citizenship.

Project SUCCESS offered a number of field trips for participants and their parents to acquaint them with various aspects of life in the United States. These included visits to Columbia University, Rockefeller Center, American Museum of Natural History, West Point, the Tisch School of the Arts, and the IBM Center.

The project met its American culture and citizen objective as it did last year.

Cultural Pride

The project proposed one objective for growth in cultural pride:

- Participating students will demonstrate an improvement in attitude toward cultural heritage.

Multicultural education was an integral part of the curriculum and aimed to instill in each student pride in his or her own culture as well as sensitivity to the culture of others.

The project used OER-developed student surveys in English, Chinese, and Spanish to assess the growth of cultural pride in participants. Of the participating students who responded, over 90 percent indicated that they felt better about using

their native language in the classroom and that Project SUCCESS had helped them keep in closer contact with their culture, which in turn helped them learn more about themselves.

The project met its cultural pride objective as it did last year.

Attitude Toward School

- As a result of participation in the program, the students will demonstrate an improvement in attitude toward school.

An OER-developed Likert Scale was distributed to assess students' attitude toward school. Almost all students who responded indicated that they were interested in continuing their education and that Project SUCCESS had helped them become more interested in school.

The project met its objective for attitude toward school. Last year the project met this objective.

Career Awareness

- All graduating students will meet with a bilingual career specialist during the school year.

At Edward R. Murrow High School, the target students met the Title VII resource teacher twice a month for career advisement. At both John Dewey and Murry Bergtraum High Schools, all target LEP students met with a bilingual career specialist at least twice a month for guidance about college application preparation and career options.

The project director reported that all graduating students met with a bilingual career specialist during the school year. Project SUCCESS met its career advisement objective. Last year, the project met its career awareness objective for advisement.

- The program will organize at least one conference with representatives of business and industry with information on career options and skills requirements.

Each site organized on-site career workshops or arranged for the project students to attend career conferences. The staff at John Dewey High School organized a series of career workshops for all Chinese bilingual students. In addition, a Career Day, which was held in March, was geared toward mainstream students. Representatives from many non-profit and private companies were contacted and invited to the workshops.

Students from Murry Bergtraum High School attended several bilingual senior conferences which included topics such as "How to apply to a college," and "How to apply for financial aid."

Project SUCCESS met its career development objective as it did last year.

Grade Retention

Project SUCCESS did not propose any objectives for grade retention. Seventeen project students (4.3 percent) were retained in grade in the year under review.

Dropout Prevention

Project SUCCESS proposed the following dropout prevention objective:

- As a result of participation in the program, the dropout rate of students will be lower than that of similar non-program students.

In the year under review, only one project student (0.3 percent) dropped out. The schoolwide dropout rate was 2.9 at Edward Murrow High School; 5.8 percent at John Dewey High School; and 3.9 percent at Murry Bergtraum High School. The dropout rate for project students was significantly lower than that of non-program students.

The project met this objective as it did last year.

Attendance

The project proposed one attendance objective:

- Participating students' attendance rate will be significantly higher than of mainstream students.

The overall attendance rate for participating students was 94.5 percent. The schoolwide attendance rate was 89.1 percent at Edward R. Murrow High School; 85.9 percent at John Dewey High School; and 84.9 percent at Murry Bertraum. Project students' attendance was significantly higher than mainstream students' attendance.

The project met its attendance objective in the year under review. Last year, the project met this objective.

Placement in Gifted and Talented Programs

At John Dewey High School, students who were gifted and talented could join the school mathematics team and participate in mathematics contests citywide. At Murry Bergtraum High School, students were given recommendations to the mentor program sponsored by the National Association of Asian-American Professionals.

The project director reported that staff members are working to establish a peer tutoring program. Students with strong English and good academic skills will be selected as peer tutors.

Enrollment in Post-secondary Educational Institutions

Thirty-two participating students went on to post-secondary educational institutions in the year under review.

CASE HISTORIES

John Dewey High School

C. came to John Dewey High School from Hong Kong in November, 1993. He had little English training and therefore could not communicate in English with his teachers and classmates. C. had to take care of his siblings because his parents worked long hours. He was always unhappy. C.'s attitude changed when he joined Project Success and his grades improved. His average was 92 percent. He received excellent comments from all of his teachers. In May, he represented the Dewey Cantonese group at the Bilingual Oratory Olympics Contest.

C. often visited the bilingual resource center. He made good use of the center's supplemental reading materials and the peer tutoring services. He planed to apply to numerous Ivy league colleges.

Murry Bergtraum High School

L., a twelfth grader, came from Hong Kong in the summer of 1991. When he first came to the United States, it was difficult for him to communicate in English. He entered Project SUCCESS and had Chinese-speaking teachers with whom he could discuss his academic needs and learn about school procedures. L. made rapid progress in many different areas, including English. He kept almost all his grades above 90 percent. He finished advanced placement mathematics with excellent grades. He also took an active part in various extracurricular activities and school-sponsored community service projects. His name appeared frequently on the honor rolls and he became a member of the school's honor society.

L. was admitted to several colleges including the University of Rochester, SUNY Buffalo, and Carnegie Mellon.

STAFF DEVELOPMENT OUTCOMES

Teachers of project students participated in conferences on cultural sensitivity and teaching methods for Chinese- and Spanish-speaking LEP students.

- As a result of participation in the program, there will be an increase in awareness of students' problems and needs by program staff.

Project SUCCESS distributed an OER-developed Likert-type evaluation questionnaire to teachers and project staff at the end of the school year. Over 90 percent of those responding indicated that they had increased their awareness of students' problems and needs.

As it did last year, the project met its objective for increased staff awareness of students' needs and problems.

- Ninety percent of staff will enroll in at least one college/university course each semester.

During the 1993-94 school year, five participating teachers at John Dewey High School attended college courses and received tuition assistance from Project SUCCESS. Four teachers at Edward R. Murrow attended college classes. Three teachers at Murry Bergtraum attended college classes. Twelve teachers does not represent ninety percent of project staff.

Project SUCCESS did not meet its staff enrollment objective in the year under review. Last year, the project failed to meet this objective.

CURRICULUM DEVELOPMENT OUTCOMES

Project SUCCESS proposed one materials development objective:

- By the third project year, the curriculum specialists will have developed or translated one subject-matter oriented instructional unit for teaching: English as a second language, mathematics, science, and social studies.

Project directors all reported progress in developing materials. At John Dewey High School, the project director reported that materials were adapted in N.L.A., science, social studies, and E.S.L. These materials included video tapes, short stories, essays, glossaries, Latin American History Books, and grammar drill books. Both Murry Bergtraum and Edward Murrow high schools reported developing curriculum materials. At Murry Bergtraum High School, N.L.A. and

biology materials were developed. The project director at Edward Murrow High School reported that N.L.A., social studies, and science materials were developed, adapted, and translated.

The project director reported that summer curriculum projects were developed in U.S. History 1 and 2, Sequential Math II, MQ 3, and 4, Earth Science, and Chemistry.

The project met its objective for materials development in the year under review.

PARENTAL INVOLVEMENT OUTCOMES

Parents attended conferences and monthly Parents' Advisory Council (PAC) meetings.

Project SUCCESS proposed one parent involvement objective:

- As a result of participating in the program, the number of students' parents who participate in Open School Day/Evening will be equal to or greater than mainstream students' parents.

The project director reported that 90 percent of participating students' parents participated in Open School Day/Evening. This compares to 85 percent of mainstream students' parents who attended the event.

The project met its parental involvement objective. Last year this objective could not be evaluated.

IV. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

ACHIEVEMENT OF OBJECTIVES

Project SUCCESS met its objectives for Chinese N.L.A., content area, familiarity with American culture and citizenship, cultural pride, attitude towards school, career development, attendance, dropout rate, staff development and curriculum development. The project partially met its E.S.L. objective. The project failed to meet its Spanish N.L.A. and staff enrollement objectives.

MOST AND LEAST EFFECTIVE COMPONENTS

Highly effective components of Project SUCCESS were providing a smooth transition for newly-arrived LEP students, tutoring and counseling services, and E.S.L. classes for parents.

Resource specialists reported that efforts needed to be made to increase contact between mainstream students and LEP students, more staff development workshops were needed, and teaching materials had to be updated.

RECOMMENDATION TO ENHANCE PROJECT EFFECTIVENESS

- Administer the ELE to all native Spanish students participating in the project.
- Encourage more staff to enroll in college/university courses.

APPENDIX A

Instructional Materials

E.S.L.

Grade	Title	Author	Publisher	Date
9	Here to Stay in the U.S.A.	Maciel	Alemany Press	1990
9-10	Building Bridges	Chamot, O'Malley, and Kupper	Heinle & Heinle Publishers	1992
9-10	Content Connection	Chips/Manzano	Santillana	1987
9-10	English with a Smile	Zaffran B.	National	1984
9-10	Starting English with a Smile	Zaffran, B.	National	1993
9-12	English for a Changing World	Banks, Briggs, Huizenga, Peterson, and Veramendi	Scott, Foresman & Co.	1984
9-12	Everyday English 2-4	Blanton L.	Newbury House	1990
9-12	Turning Point 2-4	Iantorno & Papa	Addison-Wesley	1989
9-12	Put it in Writing	Blot & Davison	Newbury House	1988
9-12	React & Interact	Byrd & Cabetas	Regents	1980
9-12	Cause & Effect	Ackert	Newbury House	1987
9-12	30 Reading Passages	Byme, Cornelius	Longman	1978
9-12	Ready to Write	Blanchard, Root	Longman	1984
9-12	Great American Stories	C.G. Draper	Prentice Hall	1986
9-12	Modern Short Stories	Dixson	Regents	1984
9-12	Outsiders	Mullen	Prentice Hall	1984
9-12	Write From the Start	Davidson & Blot	Heinle	1984
9-12	More English with a Smile	Zaffran, B.	National	1993
10-12	Experience in Reading Literature	Dennis, J.	Newbury House	1987
10-12	Experiencing Poetry	Thompson	Globe Book	1987
10-12	Impact- 50 Short Stories	•	Javonovich	•
10-12	Fundamentals of Grammar	Azar	Prentice Hall	1988
10-12	Tales of Mystery and the Unknown	Potter, R.	Globe Book Company, Inc.	1976
10-12	RCT Reading & Writing	Rafter & Alaia	Westsea	1990

APPENDIX A

Instructional Materials, cont'd.

E.S.L.

Grade	Title	Author	Publisher	Date
10-12	The Pearl	Steinbeck	Imperial News	•
10-12	Things Fall Apart	Achebe, C.	Imperial News	•
10-12	The Good Earth	Buck, P.	Imperial News	•
10-12	To Killa Mockingbird	Lee, H.	Imperial News	•
10-12	Of Mice and Men	Steinbeck	Imperial News	•
10-12	Characters in Conflict	Warriner, J.	Javonovich	1981

N.L.A.

Grade	Title	Author	Publisher	Date
9-11	Chinese Language Arts I, II, III	•	Evaluation, Dissemination and Assessment Center, ESEA Title VII	1983
9-12	Chinese for Today (1-4)	Y.S. Hu	Fudan University Press, China	1987
9-12	Spanish for Mastery (1-3)	Valette & Valette	D.C. Heath and Company	1989
9-12	Album	Valette, Renjilian-Burgy	D.C. Heath and Company	1984
•	Han Yu IX,X	•	•	1982
•	Chinese Language Arts	ESEA Center	•	1983
11-12	Chinese Language	•	People's Publisher Hong Kong	1978
11-12	Selected readings in Chinese Literature	•	from books, newspapers, magazines, etc.	•

APPENDIX A

Instructional Materials, cont'd.

Mathematics

Grade	Title	Author	Publisher	Date
9-10	Las matematicas de Addison-Wesley	•	Addison-Wesley	1986
9-10	Integrated Math I	Dressler & Keenar	AMSCO	1989
10-11	Integrated Math II	Dressler & Keenar	AMSCO	1981
11-12	Integrated Math III	Dressler & Keenar	AMSCO	1982

Science

Grade	Title	Author	Publisher	Date
9	RCT Science Review for NY State	Roab, Carl & Kiefer	Prentice Hall	1988
9-10	Physical Science	Hurd, Silver	Prentice Hall	1988
10	Biology and Human Progress	Tanzer & Charles	Prentice Hall	1986
10-12	Earth Science	Fariel, Hinds	Addison Wesley	1986
10-12	Concepts in Modern Chemistry	Oberkriesen, J.	Globe Book Co.	1971
•	Pathways in Biology	Oxenhorn	Globe Book Company, Inc.	1979

APPENDIX A

Instructional Materials, cont'd.

Social Studies

Grade	Title	Author	Publisher	Date
9	Exploring World Cultures	Newhill & Paglia	Ginn and Company	1986
9-10	World Culture-A Global Mosaic	Amad, L.	Prentice Hall	1993
10	Exploring World History	Holt & O'Connor	Globe Book Company, Inc.	1989
10	Brief Review in Global Studies	Feeney, Kovalesky, and Barry	Prentice Hall	1991
11	Brief Review in U.S. History and Government	Briggs and Petersen	Prentice Hall	1991
11	Exploring our Nations History	Schartz & Connor	Global Book Co.	1984
11-12	Unlocking the Constitution to the Declaration of Independence	Goldberg & Haynes	Global Book Co., Inc.	1994
12	Understanding American Government and Politics	Steinberg	Oxford Book Co., Inc.	1985

APPENDIX B

Class Schedules

Period	Grade 9 Monday-Friday	Grade 11 Monday-Friday	Grade 12 Monday-Friday
A	Gym	English (Turning Point 4)	Computer
B	Math (I)	Piano	Computer
C	Social Studies (Global History)	English (Level IV)	Computer
D	Physical Science	Gym	Economics
E	Free	English (Level IV)	Mathematics
F	Lunch	Free	Gym
G	English (I)	Lunch	Lunch
H	Chinese Language Arts	Earth Science	ESL
I	English (Turning Point II)	Mathematics	English
J	English	Chinese (III)	

APPENDIX C

Likert Scale

BILINGUAL, MULTICULTURAL, AND EARLY CHILDHOOD EVALUATION
OFFICE OF EDUCATIONAL RESEARCH
BOARD OF EDUCATION OF THE CITY OF NEW YORK
110 LIVINGSTON STREET, ROOM 732
BROOKLYN, NY 11201
(718) 935-3790

Student Assessment
Spring 1994

Program: **Project SUCCESS**

4 5
1 2

Directions: Please write the numbers that show how you feel in the boxes on the right.

1. How has Project SUCCESS changed the way you feel about using Spanish in your classes?

I feel worse about it	|	1	2	3	4	5	| I feel better about it

☐ 3

2. Project SUCCESS helped me keep in closer contact with my Latino culture.

Did not help me at all	|	1	2	3	4	5	| Helped me a lot

☐ 4

3. By keeping in contact with my Latino culture, I will learn more about myself.

Not true at all	|	1	2	3	4	5	| Very true

☐ 5

4. Because of Project SUCCESS, I am more interested in continuing my education next year.

I am **NOT** more interested	|	1	2	3	4	5	| I am much more interested

☐ 6

5. Project SUCCESS has helped me to do better in school.

Did not help me at all	|	1	2	3	4	5	| Helped me a lot

☐ 7

6. Project SUCCESS has helped me understand the need to prepare for my future at college or in a career.

Did not help me at all	|	1	2	3	4	5	| Helped me a lot

☐ 8

Thank you for completing this form.

BILINGUAL, MULTICULTURAL, AND EARLY CHILDHOOD EVALUATION
OFFICE OF EDUCATIONAL RESEARCH
BOARD OF EDUCATION OF THE CITY OF NEW YORK
110 LIVINGSTON STREET, ROOM 732
BROOKLYN, NY 11201
(718) 935-3790

Evaluación Estudiantil - Primavera 1994

Programa: **Proyecto SUCCESS** 4 5 (1 2)

Instrucciones: Por favor escriba los números que mejor representan cómo usted se siente en los recuadros a la derecha.

1. Después de participar en el Proyecto SUCCESS, ¿Cómo se siente usted acerca de utilizar Español en sus clases?

Me siento mucho peor al respecto	|__|__|__|__|__| 1 2 3 4 5	Me siento mucho mejor al respecto	☐ 3

2. El Proyecto SUCCESS me ha ayudado a mantener contacto con la cultura latina.

No me ha ayudado nada	|__|__|__|__|__| 1 2 3 4 5	Me ha ayudado mucho	☐ 4

3. El mantenerme en contacto con la cultura latina me ayudará a aprender más acerca de mí mismo(a).

No estoy de acuerdo	|__|__|__|__|__| 1 2 3 4 5	Estoy de acuerdo	☐ 5

4. Yo estoy más interesado(a) en continuar mis estudios el año que viene gracias al Proyecto SUCCESS.

No estoy más interesado(a)	|__|__|__|__|__| 1 2 3 4 5	Estoy mucho más interesado(a)	☐ 6

5. El Proyecto SUCCESS me ha ayudado a mejorar en la escuela.

No me ha ayudado nada	|__|__|__|__|__| 1 2 3 4 5	Me ha ayudado mucho	☐ 7

6. El Proyecto SUCCESS me ha ayudado a entender la importancia de asistir a la universidad o a un instituto vocacional para poder tener una carrera y un mejor futuro.

No me ha ayudado nada	|__|__|__|__|__| 1 2 3 4 5	Me ha ayudado mucho	☐ 8

Muchas gracias por completar este cuestionario.

BILINGUAL, MULTICULTURAL, AND EARLY CHILDHOOD EVALUATION
OFFICE OF EDUCATIONAL RESEARCH
BOARD OF EDUCATION OF THE CITY OF NEW YORK
110 LIVINGSTON STREET, ROOM 732
BROOKLYN, NY 11201
(718) 935-3790

Staff Awareness
Spring 1994

45
1 2

Program: **Project SUCCESS**

Directions:	Please write the numbers that show how you feel in the boxes on the right.

1. Since participating in Project SUCCESS, to what degree have you become **more aware** of students' needs?

Not more aware at all	|__|__|__|__|__| 1 2 3 4 5	Extensively interested

3

2. Since participating in Project SUCCESS, to what degree have you become **more aware** of students' problems?

Not more aware at all	|__|__|__|__|__| 1 2 3 4 5	Extensively interested

4

3. What is your overall assessment of the project?

Poor quality	|__|__|__|__|__| 1 2 3 4 5	Superior quality

5

4. List what you consider to be the three most significant needs/problems that students have.

_____

_____

_____

Thank you very much for your assistance.